 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name: Molly Olsen Lesson #: 6 Facet: Interpretation**

**Grade Level: 8th Grace Numbers of Days: 4**

**Topic: Playwriting**

**PART I:**

**Objectives**

**Student will understand that** media can match and sometimes even heighten feelings conveyed in scenes.  
  
**Student will know** how to incorporate new media into their original pieces, and see how it changes and sometimes enhances the products.  
  
**Student will be able to** determine which scenes are most important in their story, and what kind of mood the scenes invoke, so that they can narrate it through song.  
  
**Product: Garageband recording to be placed into the iMovie.**  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
**Common Core State Standards**

* **Content Area:** English
* **Grade Level:** Grade 8
* **Domain:** Writing
* **Cluster:** Text Types and Purposes
* **Standard:** 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Rationale:** Learning to integrate media into their original media will allow them to see their pieces as valid and deserving of other's ideas to be attached to it.  
  
**Assessments**   
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
To check for understanding I'll do a 1-2-3 finger raise after the first and second day of class. If students understand and can use Garageband with no problems then they will raise three fingers, if they are having a little bit of a problem they will put up two fingers, and if they're uncomfortable with the software still, they'll raise one finger when asked to raise their hands.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
The teacher will grade the musical integration strictly as a part of the summative assessment, which the students have received a rubric from (which the teacher will use to grade) ahead of time.  
  
**Summative (Assessment of Learning):** The final assessment of learning will come when they have presented their filmed scene made using the written play and iMovie. This will make students step into the place of someone (the main character) who has been made to be different from them. In this process, they’ll not only learn to use a valuable educational resource (iMovie) but they will also learn empathy through better understanding others during the writing process.

**Integration**  
**Technology:** Students will be using Garageband, which is an apple product used to record and create music with pre-installed beats, melodies and sounds. They will be using this program to create music which will be inserted into their iMovie.  
  
**Content Areas: Music -** Creating a song.  
  
**Groupings**   
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
**Idea Wheel**: Students will use the idea wheel to jot down what they think they want in a song, be it mood, instrument, where in the iMovie product they want it, etc.  
  
**Team Pair Solo**: Students will get together as a group to discuss their thoughts on the idea wheel for their Garageband song, then pair up with one person to discuss the thoughts more deeply (taking into consideration what may have been said in the group), and then start in on the Garageband project themselves.  
  
**Section II – Groups and Roles for Product**  
During the "Team Pair Solo" session, students will group up with their pods to discuss their ideas for songs that they've written on their idea wheel, then meet with one other person to discuss further, and then spend more time themselves planning.  
  
**Differentiated Instruction**  
**MI Strategies**  
  
- **Verbal**: I will suggest that students thoroughly examine the lyrics of the songs, and give the option to google certain words or phrases followed by the word "lyrics" to find a song that they feel fits the story.  
- **Logic**: Students will need to realize that maybe a rock song wouldn't be appropriate to play during a dinner scene or the introduction of a baby to the story, but instead that tone needs to be matching in both story and musical form.  
- **Visual**: Students will be encouraged to picture or visualize the scene in their minds so that they can better choose a song for it.  
- **Musical**: Songs are the main feature of this lesson, so musical students will be able to dip into their musical library for songs, and will be able to flex the muscle of musical emotion that they have.  
- **Bodily-kinesthetic**: Students will be moving around to create their groups and speak to the teacher.  
- **Intrapersonal**: Students will be diving into their understanding of past moments they've experienced to feel-out the tone of the scene they've written.  
- **Interpersonal**: Students discuss with other students to get feedback on their iMovie and song.

**Modifications/Accommodations**

**From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)** I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

**Plan for accommodating absent students:**  
Absent students will be asked to stay after for an hour to review how to use Garageband, and will be expected to have their songs prepared the next class after their peers.  
  
**Extensions**  
  
**Type II technology: Garageband: A music-creating program that comes equipped with pre-installed melodies, loops and sounds, as well as recording capabilities, which the students will use to create a song to be in the iMovie presentation the students create.**  
  
**Gifted Students:**  
Gifted students may create their own original music with actual instruments, or / and choose to add music to their entire presentation.  
  
**Materials, Resources and Technology**  
List all the items you need for the lesson.  
- Laptops  
- Garageband  
- Instruments  
- Paper  
- Printer

**Graphic Organizer**: <http://www.eduplace.com/graphicorganizer/>  
**Garageband Tutorial**: <http://www.apple.com/support/garageband/>   
**Cooperative Learning exercises**: [http://w4.nkcsd.k12.mo.us/~kcofer/social\_cooperative\_structures.htm](http://w4.nkcsd.k12.mo.us/%7Ekcofer/social_cooperative_structures.htm)  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)

**Day 1:**

- Ask students to write down on a scale from 1-5 how comfortable they are at that moment with Garageband (as a pre-assessment almost), one being never having touched Garageband at all, and five being crazy awesome master of musical engineering! Collect papers at the end of class. (5 minutes)  
- Hook: Play "My Heart Will Go On", explain it's meaning and show scene from Titanic if possible, and discuss how music effects visuals and feelings from the visuals. Ask students if they can think of a song that has ever made them cry, or can make them instantly happy. (20 minutes)  
- Give students a run-down of all that Garageband can do, and point out the different aspects of it. Ask students to be thinking of a question they may have about the software so that it can be addressed at the end. (35 minutes)  
- Answer any questions the students may have had about the program, and remind them they can ask you again at any point in class. Ask them to think about what they may want to do and get some ideas before the next class. (20 minutes)

**Day 2:**

- Have students an the idea wheel graphic organizer to jot down what they think they want in a song, be it mood, instrument, where in the iMovie product they want it, etc. (15 minutes)  
- Have students discuss their ideas in a large group, then with a partner, and then reflect back on their original ideas and change what they may have gotten feedback on. (20 minutes)  
- Give students the rest of the class to work with Garageband on their songs. (45 minutes)

**Day 3:**

- Show students how to insert a song into iMovie, and show how it changes the tone of a piece. (15 minutes)  
- Allow students to work on song, or get started putting it into their iMovie. (65 minutes for whole class)

**Day 4:**

- Allow students to work on project and talk to their peers to get feedback. (75 minutes)  
- Wrap-up and remind students that whatever they haven't finished is homework. (5 minutes)  
  
**Content Notes**   
-Students will understand that media can match and sometimes even heighten feelings conveyed in scenes.  
- Movies and music enhance what stories are. Stories are always at the core of good movies and plays, but elements like music can enhance the experience and create new feelings.  
- Show students how to use Garageband by projecting example onto board.  
**Where, Why, What, Hook Tailor**: Intrapersonal, visual, verbal, musical.  
  
Student will know that while the script is a very large part of this project, they will need to be able to convey their ideas to people's eyes as well, and that being able to stimulate both will change how they and others understand the story. (See content notes) **Idea Wheel**: Students will use the idea wheel to jot down what they think they want in a song, be it mood, instrument, where in the iMovie product they want it, etc. **Team Pair Solo**: Students will get together as a group to discuss their thoughts on the idea wheel for their Garageband song, then pair up with one person to discuss the thoughts more deeply (taking into consideration what may have been said in the group), and then start in on the Garageband project themselves.  
  
**Equip, Explore, Rethink, Tailors**: Logical, Intrapersonal, Interpersonal, Visual, Verbal, Musical.  
  
Students will be taking a scene from their script and creating a song to play in the background of the scene. We will discuss how music can heighten the feeling of a scene, and that it needs to be well placed and appropriate in tone in order for it to do this. Students will have multiple chances for feedback, and time to change and edit. The students have the choice to use instruments and sounds already on the Garageband program or create their own music using real live instruments.  
**Equip, Explore, Rethink, Tailors**: Logical, Intrapersonal, Interpersonal, Visual, Verbal, Musical.

The teacher will grade their diary / blog post on amount of deep content as well as spelling and grammar. If there is a picture, points will be added automatically, but if I student does not have one, points will not be subtracted.   
**Evaluate, Tailors**: Logical, Intrapersonal, Interpersonal, Visual, Verbal, Musical.  
  
**Handouts**  
- Syllabus  
- Rubric

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

**Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

**Learning Styles**

**Clipboard:** There is plenty of time for planning before diving into creating the song. With a graphic organizer, they will have a better idea of what they want and be able to keep on track.  
  
**Microscope:** In order to later edit in the song, students will have to pay careful attention to beats and cuts to where they want to insert the song.  
  
**Puppy**: Students will be allowed to ask questions, for help or suggestions throughout the process, so they won't feel overwhelmed by this part of the project.  
  
**Beach Ball:** Students will get to explore and use all sort of different music, and all different ways to create a song. Lots of options, and lots of room for creativity.  
  
**Rationale:** If students are comfortable, they are more likely to do well and work harder on their project. Students should always feel safe, there should always be room for creativity, but there also should always be structure.  
  
**Standard 6 - Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.  
  
**Formative:** Students will create a song using the program "Garageband" which will be inserted into the iMovie they are creating, based on their script. The music should heighten a moment in the story or simply make the whole thing look more professional.  
  
**Summative**: A written play version of a scene from a fairy tale will be written and then filmed using iMovie and presented as a video.  
  
**Rationale:** A song can bring you back in time to a different moment in your life, and it can evoke feelings from a scene that may have been flat without it. Music effects us in a different way than plain words and visuals, and we are going to explore that as we insert a song into the piece the students have written.  
  
**Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**  
  
**Content Knowledge:** Playwriting (See content notes)  
  
**MLR or CCSS:**

* **Content Area:** English
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* **Domain:** Writing
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**Facet:** Interpretation

**Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**

**MI Strategies:** Verbal, Logical, Visual, Musical, Intrapersonal, Intrerpersonal.  
  
**Type II Technology:** iMovie video-making program.  
  
**Rationale:** Students will be able to use the video-making program iMovie to convey their messages, and ideas through a visual medium that also incorporates aural elements. This kind of presentation has the ability to reach more people than a presentation that is strictly visual or aural, or does not feature moving images.  
  
  
**NETS STANDARDS FOR TEACHERS**  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
**Rationale:** a.) Students will be using Garageband to create songs that they feel compliment or match the scene. Basically, they're taking a scene's feeling and tone and finding / making music that goes along with it, to not only compliment but enhance the idea of the scene.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
**Rationale:** c.) Musical intelligence is often the intelligence left out and forgotten because unless a teacher has grown-up in a musical environment, they may not actually know how to address the idea at all. But by bringing a digital, editing, and emotional aspect to it, we're not just appealing to the musically inclined kids.